2019 Annual Report to The School Community

THE **EDUCATION STATE**

School Name: Carlisle River Primary School (3497)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 06 March 2020 at 10:04 AM by Jeff Douma (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 17 March 2020 at 03:39 PM by Nick Lucas (School Council President)

About Our School

School context

Carlisle River Primary School is a small, remote rural school with an average enrolment of 10 students. The teaching staff consists of a full-time Principal/teacher, 0.8 Early years' teacher and visiting specialists; Art Van, Library Van, author visit and an Indonesian teacher. The school has continued its strong community support and all family members have the opportunity to be involved in activities and programs

The development and enhancement of each student's Literacy and Numeracy skills has remained the major curriculum focus, with the implementation of Victorian curriculum across all strands of learning, a comprehensive, integrated curriculum is delivered within a multi-age F-6 learning/teaching environment which supports collaborative, cross age & independent learning, individualised tuition and immediate intervention. Integrated units of study, routine incorporation of ICT, specialized programs in Art, Library, P.E and the excursion program, expands and enhances students' learning and their social , cultural, interpersonal and physical development.

Framework for Improving Student Outcomes (FISO)

The FISO priority that we concentrated on in 2019 was focused on excellence in teaching and learning. To enable this, we adopted two initiatives:
•	Building practice excellence: teachers, principals and schools will work together, and
•	Curriculum planning and assessment: schools will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs.
A number of key improvement strategies were used to enable these initiatives. They included ongoing assessment tests, the implementation by our teachers of the Victorian Curriculum, a focus on writing and spelling, and maths by involving "I can statements" for all levels of the F-6 Victorian Curriculum

Achievement

To Improve the learning growth and achievement of every student
Online testing completed as per assessment schedule for maths, reading, spelling and vocabulary. Data was analysed and this enabled teachers to enhance their teaching and implement best practice. . Staff identified good practices from observation visits. Moderated writing was undertaken with other small schools and this enabled staff to plan and implement individual writing goals for all students. Moderation of similar tasks with Beeac, Alvie & Forrest Primary Schools built into the schedule of moderation. PLC - CAFe   all staff are working with Deb Surkana.
Each capable student to show at least one year's growth in English and Maths every year. Using student progression through the Victorian Curriculum achievement standards.

Engagement

Building a stimulating learning environment that engages and challenges students in their learning and foster positive well-being in every individual.
Students were given the opportunity to interact with other students from different schools – Lavers Hill, Alvie & Forrest schools. Each student to report on their experience on the like schools.
Students articulated their learning at Parent/Student/teacher interviews…student led conferences
All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix. Using MAPPEN Program
Mappen program has been implemented and we will continue with this program.
Mappen PD completed by relevant staff and to be updated in 2020

Wellbeing

Strengthen communication and partnerships with parents and the wider community.
Breakfast program has been successful – this will continue in 2020
 We have engaged parents to be actively involved in their child's learning by having formal meetings with parents held twice a year to review student progress and learning plans (Parent/Teacher/Student interviews) - Students created their own learning portfolio and displayed at interviews
Implement the Respectful Relationships Program.
Average student responses (for student survey) to be at or above the state mean in the areas of:
 safety, peer relationships & student morale.
Review and assessing of all safety protocols and procedures to be undertaken annually.
To be posted on school website or provided to all staff and families.

Financial performance and position

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.
Carlisle River Primary Scool maintained a very sound financial position throughout 2019. The 2019-2023 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.
The Financial Performance and Position report shows an end of year surplus. This surplus occurred through sound management by the school council, principal and bursar. . The school received a small amount of Equity Funding, which contributed towards ensuring the best outcomes for all our students .

For more detailed information regarding our school please visit our website at
http://www.carlisleriverps.vic.edu.au/

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 8 students were enrolled at this school in 2019, 5 female and 3 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	100.0	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	np	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English

- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	100.0	89.7	81.7	95.0	Above
Mathematics	100.0	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	np	76.5	60.0	90.0	np
Year 3	Numeracy (latest year)	np	67.7	50.0	84.6	np
Year 5	Reading (latest year)	np	67.6	50.0	83.1	np
Year 5	Numeracy (latest year)	np	59.3	41.2	76.4	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	np	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	np	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	np	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	np	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	**Percent**	**Percent**	**Percent**
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	**Number**	**Number**	**Number**	
Average number of absence days (latest year)	10.3	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.3	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**
Attendance Rate (latest year)	96			96	97	87	97

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	np	80.9	71.8	88.9	np
Percent endorsement (3 year average)	np	81.4	73.9	88.1	np

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	np	81.6	72.2	90.0	np
Percent endorsement (3 year average)	np	81.7	74.4	89.1	np

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$229,648
Government Provided DET Grants	$100,560
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$4,567
Locally Raised Funds	$505
Capital Grants	$0
Total Operating Revenue	**$335,281**

Equity [1]	Actual
Equity (Social Disadvantage)	$19,312
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$19,312**

Expenditure	Actual
Student Resource Package [2]	$214,317
Adjustments	$0
Books & Publications	$0
Communication Costs	$868
Consumables	$11,093
Miscellaneous Expense [3]	$15,465
Professional Development	$3,957
Property and Equipment Services	$32,156
Salaries & Allowances [4]	$12,486
Trading & Fundraising	$894
Travel & Subsistence	$4,005
Utilities	$4,225
Total Operating Expenditure	**$299,466**
Net Operating Surplus/-Deficit	**$35,814**
Asset Acquisitions	**$10,065**

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$77,448
Official Account	($904)
Other Accounts	$0
Total Funds Available	**$76,543**

Financial Commitments	Actual
Operating Reserve	$11,643
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$11,154
School Based Programs	$43,747
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$10,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$76,543

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE *ABOUT OUR SCHOOL* SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE *PERFORMANCE SUMMARY* SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for Teacher Judgements against the curriculum
    - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement
- student attendance and engagement at school, including:
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS) factors:
    - Sense of Connectedness
    - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES '*DATA NOT AVAILABLE*' OR '*NP*' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

WHAT IS THE *VICTORIAN CURRICULUM*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').